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ABSTRACT

Northeastern Ohio Universities College of Medicine began a new advising program called Professional Development Advising Teams (PDAT) in 1996. A small number of students (6 to 8) was grouped with 2 faculty members (medical school based and clinic based) and 1 peer mentor (an advanced year medical student) to make up 1 of 18 advising teams. This study evaluated the new program from the perspectives of faculty, peer mentor, and medical student. All of the participants from one PDAT team were interviewed, and the interviews were recorded and transcribed to identify qualitative themes related to advising. Looking at the program from the points of view of all participants provided a comprehensive picture of the advising relationships that developed over the 3 years of medical school. It was apparent that a continuous advising program of this sort provided opportunities for students and faculty to build bridges between academic and professional knowledge and between personal and professional identity. The bridge serves as an appropriate metaphor for this program. (Contains 10 references.) (SLD)

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Building Bridges: Professional Development Advising Teams

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Purpose

Northeastern Ohio Universities College of Medicine began a new advising program called Professional Development Advising Teams (PDAT) in 1996. A small group of first year medical students (6-8) were grouped together with two faculty members (medical school-based and clinical-based) and one peer mentor (an advanced year medical student) to comprise one of eighteen advising teams. These students worked with the same advising team during the duration of their medical school years. The purpose of this research study was to evaluate the new advising program after three years of experiences, from three perspectives: Faculty, Peer Mentor, and Medical Student.

Methods

All of the participants in one Professional Development Advising Team were interviewed regarding their experiences with advising. The interviews with the participants were recorded, transcribed and qualitative themes regarding advising were identified. A comparison of these themes from the three advising perspectives was also identified.

Additional sources of information for triangulation purposes included:

- The number of times the Advising Team met:
  - 11/1/96 (M1 Year Term 1)
  - 2/5/97 (M1 Year Term 2)
  - 5/19/97 (M1 Year Term 3)
  - 11/5/97 (M2 Year Term 1)
  - 4/20/98 (M2 Year Term 3)
  - 2/24/98 (M3 Year Term 2)
- The Amount of Money Spent on Advising Activities - $500
- Names of Team Members Who Participated in Each Meeting
- Peer Mentor Schedule and List of Activities for 1996/1997

• Peer Group Team Meeting #One	8/30/96	Introduction
• Peer Group Team Meeting #Two	9/16/96	Classes & Professors
• Peer Group Team Meeting #Three	9/23/96	Student Resources
• Peer Group Team Meeting #Four	10/7/96	Study & Time Management
• Peer Group Team Meeting #Five	10/14/96	Stress Management
• Peer Group Team Meeting #Six	11/4/96	Professionalism
• Peer Group Team Meeting #Seven	11/18/96	Term 1 Exams
• Peer Group Team Meeting #Eight	Term 2	Term two Classes & Exams
• Peer Group Team Meeting #Nine	Term 3	Term three Classes & Exams

CONCLUSIONS

Advising From Three Perspectives

Medical Students (N=4)	Peer Mentor (N=1)	Faculty Advisors (N=2)
Academic Advising		
Preparation for Classes	Encourages Study Habits	Review Academic Progress
Recommended Resources	Recommends Books/Faculty/Staff	Discuss Time Management
Preparation for NBME	Provides Tutoring	and Stress Management
Personal Advising		
Support to/from Classmates	Conveys "You are not alone,"	Include Significant Others
Personal Counseling	"You can contact me anytime"	Initiate Counseling at "Key Points"
Group Similar Students Together	Shares Similarities in Common	Shares Personal Stories
Professional Advising		
Transition to Hospital Setting	Focuses on Patient Care	Give Advise and Offer Options
Fellowship Opportunities	Shares Fellowship Experiences	Provide Shadowing/ Fellowship
Career Options/Choices	Answers Questions	Professional Consult/Referral
Advising Process		
Attend & Participate in Meetings	Available for Communication (E-Mail)	Attends Meetings Regularly
Open to Advising Relationships	Stays on the Same Level	Develop Trusting Relationships
Honesty and Patience	Stresses Team-Work	Convey Encouragement
Recommendations		
More Meetings with Advisors	Provide Feedback about Mentoring	Assist in Scheduling Meetings
Expand Role of Clinical Advisor	Give Students Chance to Chose Advisors	Increase Time with ClinicalAdvisor
Get to Know Students as People	Continue Providing Funds for Meetings	Coordination Between Advisors

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Looking at an advising program from the point of view of all participants provided a more comprehensive picture of the advising relationships which developed over the three years of medical school. Comparing the three perspectives of advising with one another provided a more complete evaluation of this new advising program. Understanding advising relationships provided information for program evaluation, and faculty and student development.

Educational Significance
Continuous advising programs, which include academic and clinical faculty, along with peers in the advising role, provide opportunities for students and faculty to build bridges between academic and professional knowledge and between personal and professional identity. It also provides opportunities for students, faculty and staff to learn about the advising process.

The Bridge as Metaphor is used throughout this poster and in this advising program to convey the connections that are made between:

- people (students, medical school faculty, clinical faculty, and staff)
- knowledge (academic, personal and professional)
- identity (student, faculty, professional)
- forms of advising (academic, personal, professional, and process)

The Bridge as Metaphor is apt because it also conveys a connection to the professional literature about advising:

Anderson, Eugene M. Shannon, Anne Lucasse. Toward a conceptualization of mentoring. Journal of Teacher Education. v39 n1 p38-42 Jan-Feb 1988.

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Elam, Carol L. et al. Preparing for medical school and the medical profession: Advice to advisor. NACADA Journal. v16 n2 p34-38 Fall 1996.

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Sistek, Vladimir. Business of coping: Counseling service to medical students. Paper presented at the International Conference on Improving University Teaching (14th, Sweden, June 1988), 13 p.

Woessner, R., Honold, M. Stehle, I., Stehr S., & Steudel, W.E. Faculty mentoring programme–Ways of reducing anonymity. Medical Education. Vol.32, no. 4 (July 1998): 441-443.

Wright, B.V. Being female in medical. Observations of a counselor. Journal of the Florida Medical Association. v83, n7, p498-501, Aug-Sep 1996.